

WORLD HISTORY

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PREFACE

In presenting this *World History* for use in the schools, we wish to make a few statements concerning it.

It is based in considerable part on the *Ancient and Medieval History* and the *Modern History* of Hayes and Moon, but it is not a mere condensation or patching together of those volumes. It is, to all intents and purposes, a strictly new book. While central ideas and much of the factual content of the earlier volumes have been utilized, they have been radically revised and thoroughly reworked, and have been incorporated in a continuous story which is told in briefer form and simpler language.

Indeed, we have made a special effort to put the present text in language that will be readily understood and actually enjoyed by beginners in secondary school, and the publishers have handsomely coöperated with us by providing for a wealth of new illustrations which, with attendant maps, charts, and select bibliographies, should prove interesting to young students and helpful to their teachers. Practical teachability has been our chief and constant concern.

The *World History* is really a world history. It is brief; it is frankly introductory; but it is, we believe, coherent. It does tell a running story of man all the way from the earliest age of hunters to the latest age of big business, from Neanderthalers and Cro-Magnons to Bolsheviks and Fascists. It does relate to the history of so-called Western civilization the history of China and Japan, of India, and of America (including not only Mayas, Aztecs, and Incas, and colonial America, but the revolutions in Latin America and the rise of the United States from independence to world power). Moreover, it does emphasize the cultural and social and economic, as well as the political, life of peoples throughout the ages and throughout the world.

In picturing such a vast panorama, we have not attempted to cover the whole canvas with a mass of minute objects. We have sought rather to bring into clear and informing vision the main forces and especially the larger movements which, in our opinion, have contributed most to the world civilization of the present day. In other words, we have endeavored to furnish young students with a record of the past of the race which shall help to prepare them for intelligent life in the current world that is dynamic and not static.

Within its compass, the new volume is as accurate as we have been able to make it. We have had recourse for our facts and interpretations to a great quantity of scholarly historical literature, some of which is more specifically referred to in the prefaces to the earlier volumes by Hayes and Moon.* Besides, we have profited from the criticisms and queries of a large number of experienced teachers. Our debt is too widespread to be acknowledged in detail, but we can confess its nature in sincere humility and gratitude.

C. J. H. H.

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WORLD HISTORY

GENERAL INTRODUCTION

Far back on the path of time History rises and comes to meet us. At first its steps are slow and uncertain, like those of a little child; but as time passes it treads more firmly; its speech becomes plainer, and its story more complete.

The Value of History. What memory is to each man, history is to the human race. It explains what we are doing, why we are doing it, and how we came to do it. If we ask why the United States flag has forty-eight stars, why the Chinese have no alphabet, or why Great Britain has a king, we must turn to history for an answer. History, as we define it nowadays, is the whole story of man's life. It points out his failures, along with his successes; tells of his laws as well as his wars; seeks to reveal his religions as well as his arts; takes account of his hopes and fears as well as his inventions and discoveries.

History sheds the light of the past upon the present; it enables us to understand ourselves by making us acquainted with other peoples; it makes our life richer and more interesting by the meaning it gives to the books we read, the cities we see, the music we hear.

The Unity of History. We must not think that dates cut history into pieces: rather, they show us where the links in the long chain are joined together. Everything in every age is connected with something, probably with many things, in preceding ages. America's jury system goes back to England of the Middle Age. Our study of tools and machines, of science, of music, of the days of the week, or the letters of our alphabet is bound to take us back into an interesting past, and make us acquainted with many charming places and persons in the Old World.

What happens to a man in childhood often explains his later life. Just so, what happened in the childhood of mankind throws light on the present day. We are the heirs of all the ages; our inheritance consists of inventions, arts, beliefs, institutions, and ideas that have come down to us, some of them from the dim dawn of history.

Each generation adds its gift of good or evil. To use another illustration, human progress is like a great river in which the waters that have come down from distant mountain springs are mingled with the flood which each new tributary brings, all swelling into an ever-growing stream.

PART I

BEGINNINGS OF CIVILIZATION

INTRODUCTION

In our book short chapters must cover long periods. This is especially true of the first chapters. The Age of Hunters, told of in Chapter I, was an immense span of time, during which mankind made the first great but slow steps in human progress. Chapter II sketches the Age of Farmers, as we call it, another long period, during which great inventions, the taming of animals, and the cultivation of plants enabled people to live in civilized communities.

Our third chapter, somewhat longer, will show vast empires arising in the Near East, empires based on farming, trade, and war; and in those ancient empires we shall find rich civilizations taking form, making progress in industry, art, and law, thus preparing the way for the brilliant culture of the Greeks and Romans.

In the fourth chapter we shall look far east to India and China, and far west to early ages in America. These "ends of the earth" are interesting not merely for comparison with Europe and the Near East, but also for the sake of the rich gifts they made in later times when they entered into modern world history.

CHAPTER I

THE AGE OF HUNTERS

THE STORY OF THE STONES

Rough Stones. Men used weapons and tools of stone a long time before they learned to write. If, therefore, we are to know anything of mankind in that long, dim past, we must study the stones — written records are lacking. Other things besides stones were used, for example, clubs, wooden spears, and garments of fur; but nothing else has lasted so well as the stones.

When a hungry bear came shuffling towards a family camp, perhaps the father of the family quickly seized a stone and threw it at the beast with all his might. Before another bear came along the man probably gathered a number of stones of suitable size and piled them up where he could reach them in a moment. When he went out hunting animals and birds for food, he no doubt threw stones at them and soon learned to throw straight. If he found sweet nuts with hard shells, he used a stone to crack them. In digging up edible roots like carrots and potatoes he doubtless used a stick or a sharp stone.

Because in those early times men had to depend so much on hunting, we call that first long period in the life of the race the Age of Hunters. Animals and birds were hunted. So were fishes — fishing and hunting are much alike. Fruits and berries, nuts, and edible roots were also hunted. All were important as food. Men did not yet raise cattle for food, or till the soil. They had to hunt for things that grew wild — animals, fishes, and plants.

And because stones were so much used as weapons and tools, and because we must depend so much upon the stones to tell us the story of that distant past, we call it the Stone Age. The Age

